



NATIVE AMERICAN LANGUAGE RESOURCE CENTER

Summer Series: How to Create an Immersion School
Thinking Through Your Options – Finding the Right Fit

<https://oese.ed.gov/offices/office-of-indian-education/>



Disclaimer

This presentation was produced under U.S. Department of Education Contract No. GS00F115CA with Synergy Enterprises, Inc. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned herein is intended or should be inferred.



Presenters



Kaci Morgan
OIE Technical
Assistance Coach



Olani Lilly
OIE Technical
Assistance Coach

Agenda



NALRC Summer Series Overview

Native Language Continuum

**Existing Organizational
Structures**

Questions and What's Next

Session Objectives



Understand the types of immersion programs and school models, including the pros and cons of each.



Identify the type of immersion program and school model that would be the best fit for the school you want to develop.



NALRC Summer Series Overview



NALRC Summer Series: How to Create an Immersion School

Live Webinars



Podcasts



Blog Posts



Tools





NALRC Summer Series Webinars

Session 1

Overview of Starting an Immersion School Process

Session 2

Thinking Through Your Options – Finding the Right Fit

Session 3

How to Create an Immersion School: Curriculum and Teacher Training

Session 4

How to Create an Immersion School: Language Proficiency and Assessment

Session 5

Native Language Revitalization and Technology

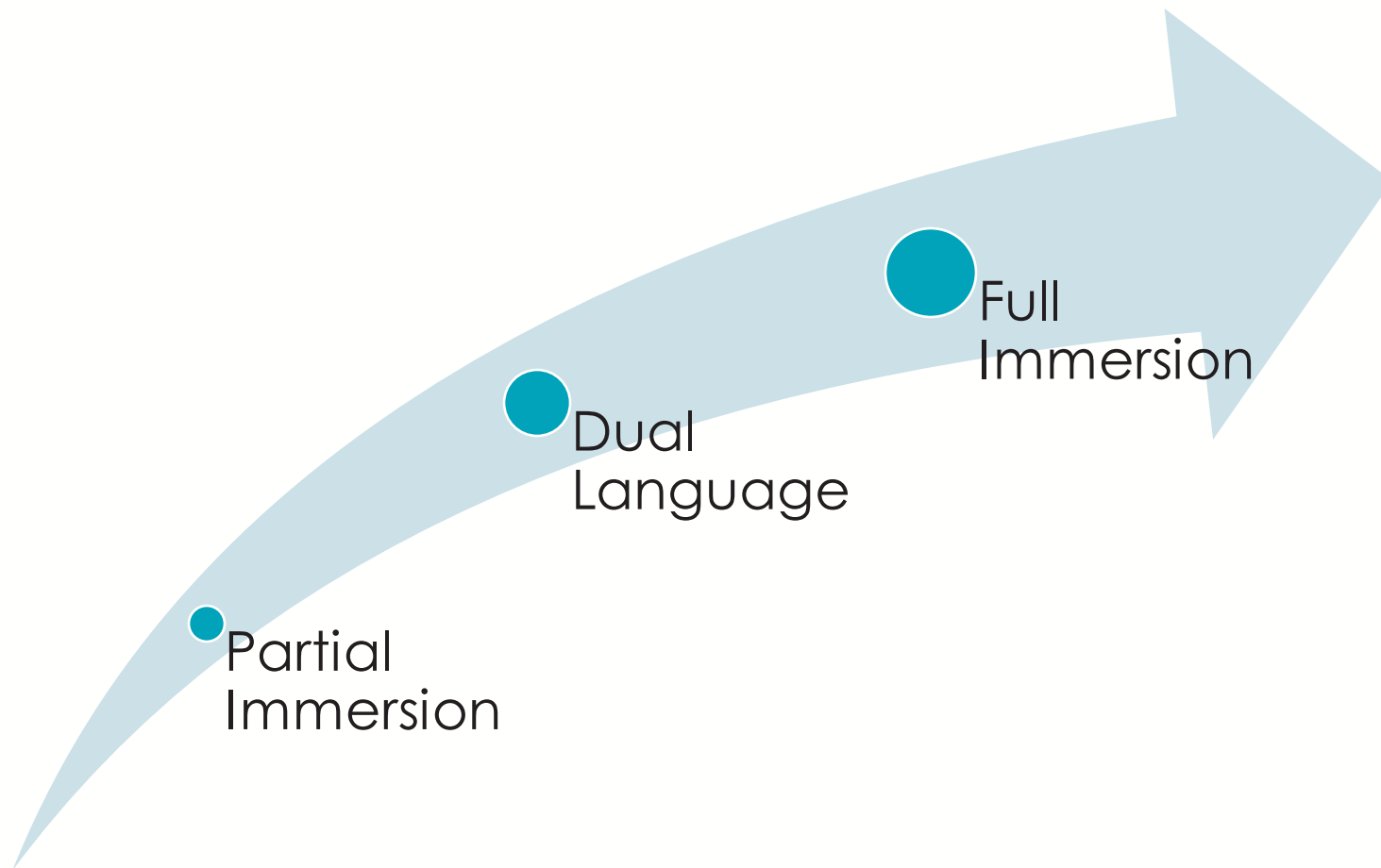


Language Immersion Types





Language Immersion Continuum



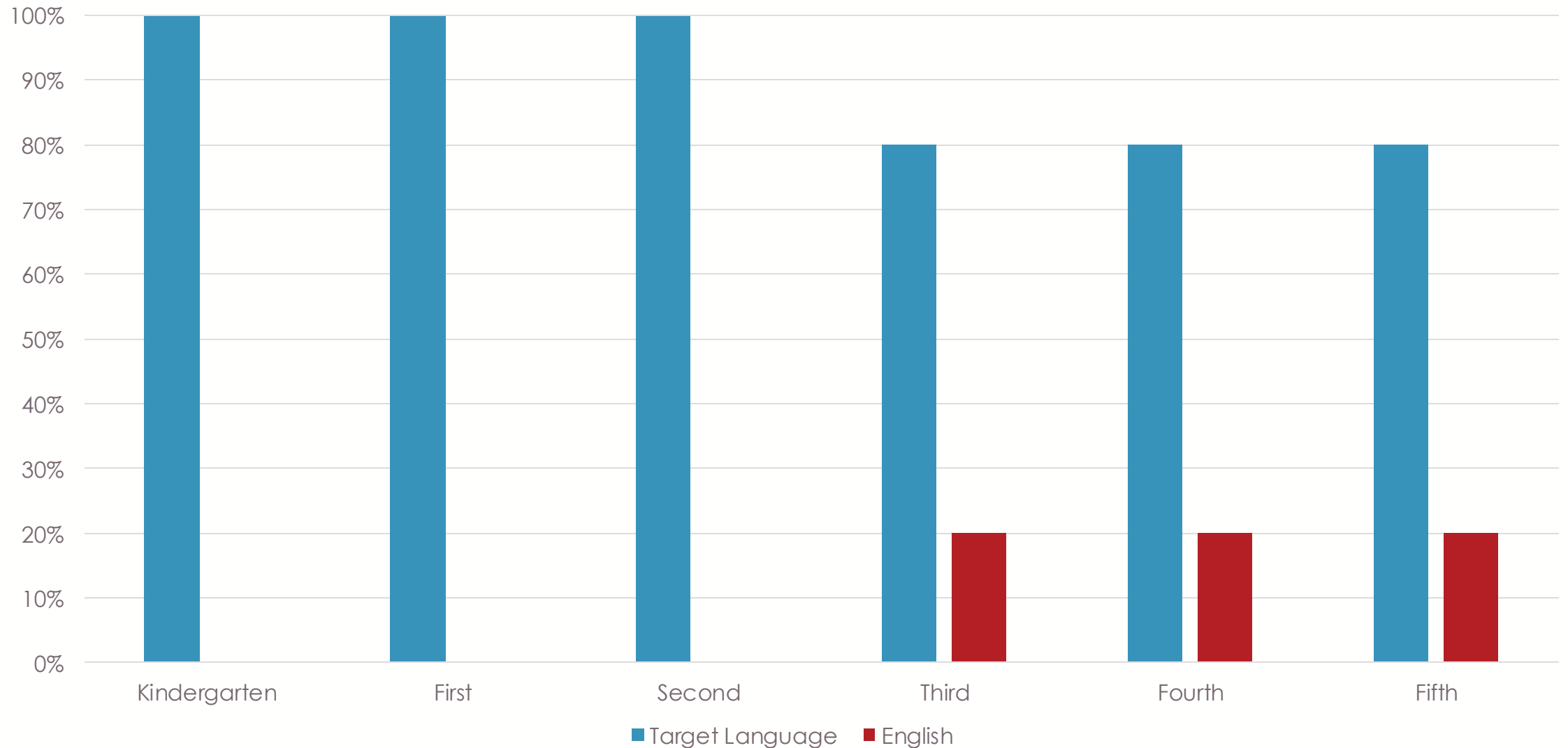


Partial Immersion

- This full or nearly full immersion program tapers off in later grades to include English or increase the amount of instructional time spent in English.
- Learners exhibit much higher rates of proficiency in the immersion language as compared to learners in traditional foreign language classes.

Partial Immersion Example

Instructional Time by Language



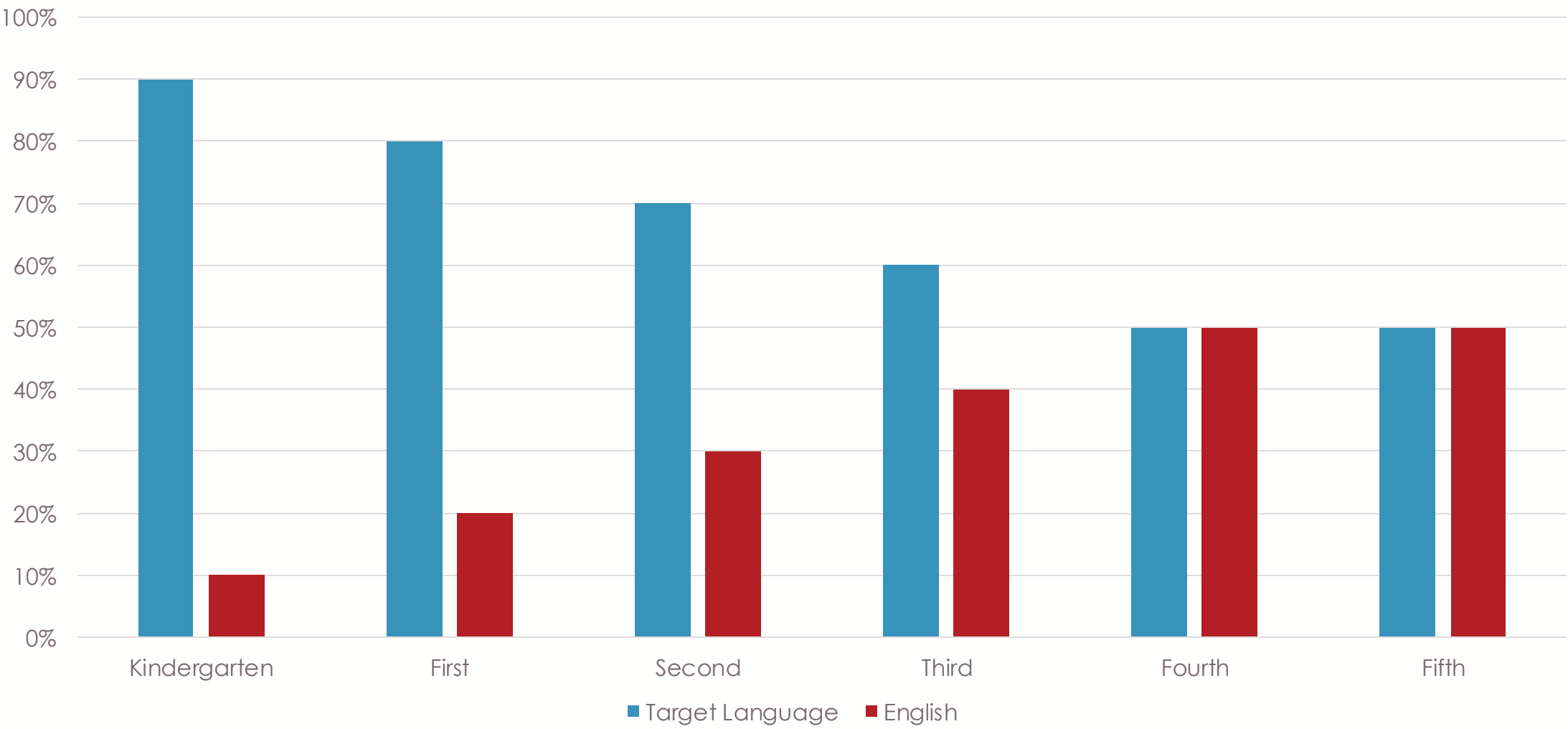


90/10 Model

- Students in Kindergarten spend 90% of their instructional time in the target language and 10% in English.
- Instructional time in English increases by 10% each year.
- This is also a sequential literacy model.

90/10 Model

Instructional Time by Language



Source: [California Association for Bilingual Education](#)



Waiau Elementary School

- School within a school
- K-6
- Instruction is 100% in Hawaiian in lower grades
- English is taught in 5th grade

[Explore the Website](#)



Dual Language

- Mix of non-native and native speakers of the immersion language accessing the same content together
- Instruction is taught in both languages on a consistent schedule (e.g., Spanish and English; Lakota and English)
- In a well-established 2-way program, students exhibit language proficiency levels most similar to full immersion



College Gate Elementary Yup'ik Immersion

- K-4
- Social studies and science taught in Yup'ik
- Language arts and math taught in English
- Has a feeder pre-K program

[Explore the Website](#) and [Hear More](#)



Dual Language Instructional Splits

Content

- Content always taught in same language
- College Gate Elementary

Instructional Minutes

- All content taught in both languages daily
- Contents with less instructional minutes may split days

Days of the Week

- All content taught in both languages weekly
- “Language of the Day”



Full Immersion

- All academic content is taught through the medium of the immersion language.
- Learners are completely surrounded by the language that is being learned.
- Learners exhibit the highest levels of fluency in the immersion language .



ᏌᏍᏏ ᏍᏏᏍᏏᏍᏏᏍᏏ Cherokee Immersion School

- Charter school
- PK-8
- Teaches Oklahoma state standards in Cherokee
- The Sequoyah syllabary is used for all print materials

[Explore the Website](#)

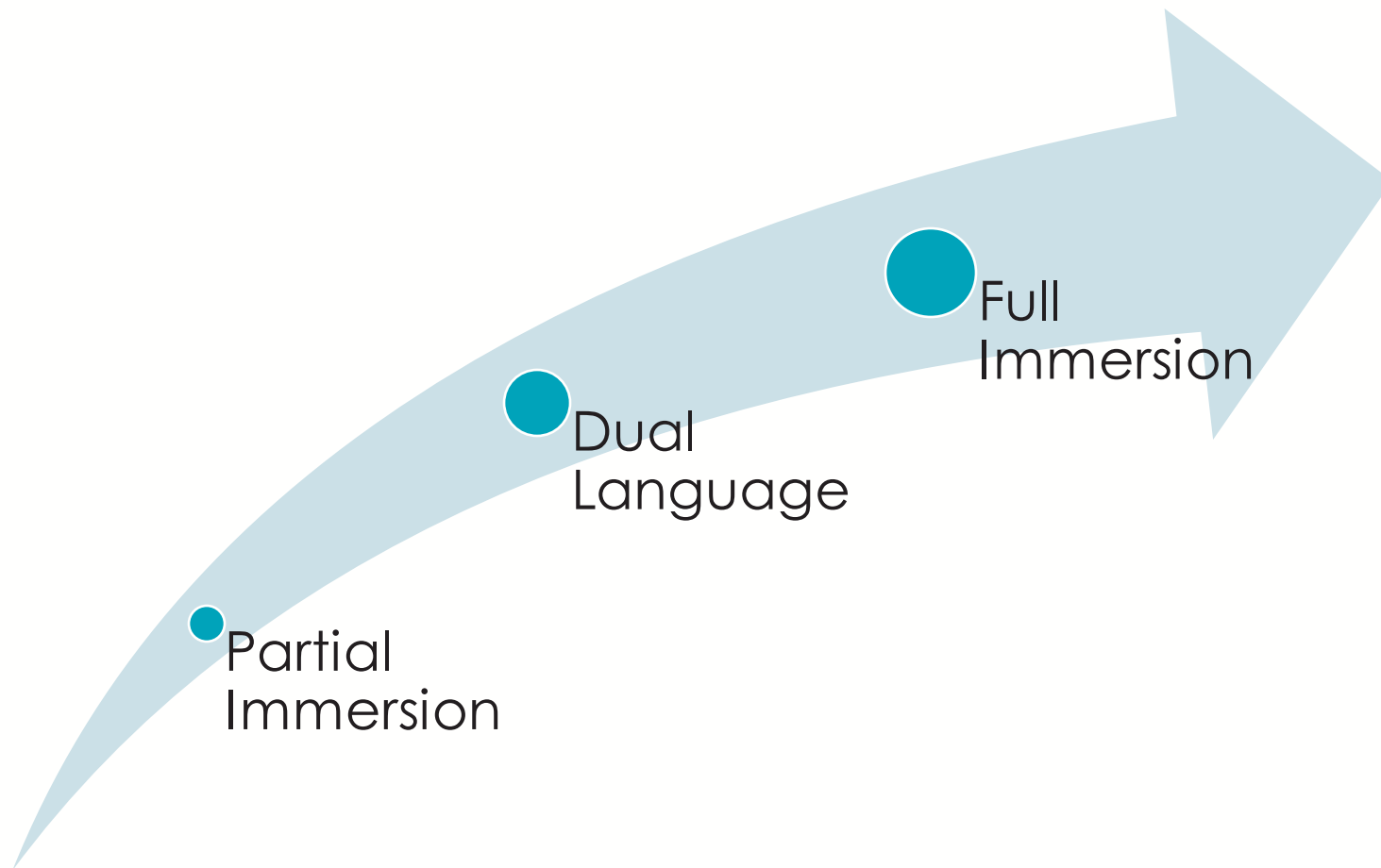
05hAi
eWIB
HITS
JL SOT
J0180TZ

NOW

2 Works
for You
6:08 93°



Language Immersion Continuum





School Models



Overview of School Models

- School within a school
- Charter school
- Lab school
- Private school



School Within a School

Pros

- Use of existing facility and resources

- Use of existing operations

- Students can participate in existing extracurriculars

Cons

- Under control of English school principal

- Potential to need more space as enrollment expands



Wakanyeja Tokeyahci Lakota Immersion School

- Elementary
- Space sharing
- Centered around kinship and interrelatedness
- Individualized
- Project based
- Whole family support

[Explore the Website](#)





Charter School

Pros

Independence

Funding

Cons

More fundraising may be required

Extracurriculars



Lab School

Pros

University collaboration could help create a pipeline of teachers and administrators

Enhanced resources and equipment

Ongoing research

Cons

Potential for less control

May be difficult to find a partner with the space and capacity



Nāwahīokalani`ōpu`u Iki Hawaiian Laboratory School

- PK-12
- Main laboratory school site of the Hawaiian language college at the University of Hawai'i at Hilo
- Main campus and satellite campuses

[Explore the Website](#)



Private School

Pros

Independence

Tuition could provide ongoing funding

Cons

Highest start-up costs

Facilities

Accessibility to students



Pine Ridge Girls' School

- 6-12
- Students learn Lakota language, culture, and values
- Curriculum designed around three strategic areas

[Explore the Website](#)

Breakout Rooms

7 minutes

What immersion type and school model are you leaning toward?

How have your initial thoughts changed or been affirmed today?



Debrief



Share and Reflect: How have your initial thoughts changed or been affirmed?



Identify Concepts: What stood out to you from today's session?



Apply Concepts: Which immersion type and school model seems most promising for your goals?

Questions



Blog: Immersion Community Engagement and Development Strategy



Office of Indian Education | Native American Language Resource Center Summer Series

Blog: Immersion Community Engagement and Development Strategy

For centuries, Indigenous peoples have been creating, innovating, and adapting. Our indigenous worldviews of relationality, abundance, and custodianship often guide us in this creation and innovation. Across regions and Tribal nations, there are numerous examples of Indigenous models and schools that are predicated on these worldviews. In the Native American Language Resource Center's (NALRC) first Summer Series webinar, 'Overview of Creating an Immersion School,' Andrea Dias-Machado shared one example of how relationality guided her school's development strategy. Her group's immersion program – opening this fall – is school within a school that offers place-based Hawaiian language and culture instruction for secondary students. The new school, Ke Kula Kaiapuni o Kapolei, was formed from a grassroots movement that took connectedness to heart.

Ke Kula Kaiapuni o Kapolei's creation underscores our propensity for creation through a view of the world that holds fast to the importance of storytelling and relationship. The school was championed by parents through the group EAducation, who shared data with the state government through story to garner support and resources for the school. An important tool in the weaving of this story was focus groups. EAducation conducted focus groups with alumni and parents from a nearby immersion elementary school to inform reports that were shared with stakeholders.

Tool: Readiness Assessment



Office of Indian Education | Native American Language Resource Center Summer Series

Readiness Assessment

How to Use: A readiness assessment helps to determine a community's readiness to act on an issue or establish a new program. This readiness assessment was informed by the work of Native Hawaiian language practitioner Andrea Dias-Machado, and by research by the University of Kansas and Dr. Clarisse Mendoza (Teachers College, Columbia University). With your planning and development team, walk through the assessment one factor at a time, discussing current readiness in that particular area and taking notes on next steps to increase readiness as needed. You may want to invite additional important stakeholders to the discussion.

Rating Scale: On the 5-point rating scale, 1 represents the lowest possible score on a component, while 5 represents the highest possible score.

- 1 – Component is absent.
- 2 – Component in mid-development.
- 3 – Component developed but may lack community awareness or needs additional attention.
- 4 – Component is fully developed but may include some follow up or expansion (e.g., adequate funding may be secured but there may be ongoing plans to secure additional funding).
- 5 – Component is fully developed and requires little to no additional attention.

Next Up in the NALRC Summer Series

- Check out our first podcast episode and our blog post on Language Immersion Community Engagement and Development Strategy!
- **Next Live Webinar**
Thursday, July 20 at 3 p.m. ET
Curriculum and Teacher Training



Stay in Touch!



NALRC Resource Submission

Submit resource suggestions to <https://form.jotform.com/223523928713054>



NALRC Email

NALRC@seiservices.com



OIE Newsletter

Email your name and email address with the subject line "OIE Newsletter" to OIE@seiservices.com



OIE Listserv

Email your name, organization, and email address with the subject line "OIE Listserv" to OIE@ed.gov



OIE Website

<https://oese.ed.gov/offices/office-of-indian-education/>



OIE Twitter

Follow us @OIEIndianED